



Medium Term Plan – Summer 1

Around the World: The Dynamic Earth

Goldcrest

	Key Skills Covered	Milestones Covered	Lesson Outline/ Continuous Provision Activities
Geography	A. Investigate places	<p>3.1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>3.2. Identify and describe how the physical features affect the human activity within a location.</p> <p>3.3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>3.4. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>3.5. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</p> <p>3.6. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use</p>	<p>The Dynamic Earth:</p> <p>Week 1 – Taking advice from Sir David Attenborough - How we can reduce our carbon footprint, go carbon net zero and consider renewable energy resources.</p> <p>Week 2 – How the earth started, the state of the earth, the restless earth and how it was shaped.</p> <p>Week 3 – A journey round the globe, a journey of contrasts, biome regions.</p> <p>Week 4 – The human animal, populations, imagining a supportive earth and space travel, the earth from space.</p> <p>Week 5 – The sun and moon their creation, structure and importance to the earth.</p>

		patterns; and understand how some of these aspects have changed over time.	Week 6 – Exploration of the planets and our universe, the space race.
	B. Investigate patterns	3.3. Describe how locations around the world are changing and explain some of the reasons for change. 3.4. Describe geographical diversity across the world. 3.5. Describe how countries and geographical regions are interconnected and interdependent.	
	C. Communicate geographically	3.1. Describe and understand key aspects of: human geography , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 3.2. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 3.3. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Art	A. Develop ideas	A.3.1 Develop and imaginatively extend ideas from starting points throughout the curriculum. A.2.3 Collect information, sketches and resources and present ideas imaginatively in a sketch book. A.3.3 Use the qualities of materials to enhance ideas. A.3.4 Spot the potential in unexpected results as	Week 1 – The children will repurpose an old book from home to create something new using cutting, folding, painting using the theme of transformation. Week 2 – Scale drawings, perspectives and vanishing points. Week 3 – Patterns inspired by looking

		<p>work progresses.</p> <p>A.3.5 Comment on artworks with a fluent grasp of visual language</p>	<p>at the earth from space using multi media.</p> <p>Week 4 – Constructing clay tiles inspired by previous week’s patterns of the earth from space.</p> <p>Week 5 – Plan and design, on paper, a fair ground ride based on the book Cosmic</p> <p>Week 6 – Build the 3D fairground designed in previous lesson.</p>
	<p>B. Master techniques</p>	<p>B.3.1 Sketch (lightly) before painting to combine line and colour.</p> <p>B.3.2 Create a colour palette based upon colours observed in the natural or built world.</p> <p>B.3.3 Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>B.3.4 Combine colours, tones and tints to enhance the mood of a piece.</p> <p>B.3.5 Use brush techniques and the qualities of paint to create texture.</p> <p>B.3.6 Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>B.3.7 Build up layers of colours.</p> <p>B.3.9 Create an accurate pattern, showing fine detail.</p> <p>B.3.10 Use a range of visual elements to reflect the purpose of the work.</p> <p>B.3.11 Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>B.3.12 Use tools to carve and add shapes, texture and pattern.</p> <p>B.3.13 Combine visual and tactile qualities.</p> <p>B.3.14 Use frameworks (such as wire or moulds) to provide stability and form.</p>	

	<p>C. Take inspiration from the greats</p>	<p>C.3.1 Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>C.3.2• Show how the work of those studied was influential in both society and to other artists.</p> <p>C.3.3• Create original pieces that show a range of influences and styles.</p>	
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	Key Skills	Milestones Covered	Lesson Outline
Science	A. Work scientifically	<p>A.3.1. Plan enquiries, including recognising and controlling variables where necessary.</p> <p>A.3.2. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>A.3.3. Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>A.3.4. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p> <p>A.3.5. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>A.3.6. Present findings in written form, displays and other</p>	<p>Classifying Living Things</p> <p>Week 1 – Children will have recognised that micro-organisms form part of the living things classification system. Children will have used the results from their investigation to draw conclusions about what helps mould grow well.</p> <p>Week 2 – Two classification activities: Children will have identified the physical characteristics of locally grown buttercups and will have classified different species of earthworm living in their local environment.</p> <p>Evolution & Inheritance</p> <p>Week 3 – Recognise that living things have changed over time and that fossils</p>

		<p>presentations.</p> <p>A.3.7. Use test results to make predictions to set up further comparative and fair tests.</p> <p>A.3.8. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>provide information about living things that inhabited the Earth millions of years ago. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Week 4 – Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
	B. Investigating materials	<p><u>D.Understand evolution and inheritance</u></p> <p>This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p> <p>D.3.1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>D.3.2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>D.3.3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Week 5 – Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Week 6 – Understanding the importance of the lives of Charles Darwin and Mary Anning.</p>
RE	A. Understand beliefs and teachings	<p>A.3.1. Explain how some teachings and beliefs are shared between religions.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>Why is the resurrection important to Christians?</p> <p>Week 1 - Share videos from REQuest with Christians sharing their views on why the resurrection is important to them. Let the children discuss what they have heard. Give children an Easter worship song, get them to read through the lyrics and pick out aspects</p>
	B. Understand practices and lifestyles	<p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>B.3.2. Compare and contrast the lifestyles of different faith groups</p>	

		and give reasons why some within the same faith may adopt different lifestyles. B.3.3. Show an understanding of the role of a spiritual leader.	<p>which point to the Easter story. Can they decide which songs would be sung on Good Friday and which ones on Easter Sunday?</p> <p>Science and creation, conflicting or complementary?</p> <p>Week 2 – Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>Week 3 – Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings) Give three minutes to draw a simple diagram to explain either cosmology or evolution, and, in pairs, explain their drawings to each other.</p> <p>Week 4 – Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation.</p> <p>Week 5 – Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist. Which questions would pupils want to ask her? How do they think she interprets Genesis</p>
	C. Understand how beliefs are conveyed	C.3.1. Explain some of the different ways that individuals show their beliefs.	
	D. Reflect	<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>	
	E. Understand values	<p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>	

			<p>and why?</p> <p>Week 6 – Get pupils to find out about Christians who are scientists, or who are interested in science. They could be teachers, other staff or parents, a local vicar, vet, doctor or dentist. Find out how these Christians make sense of believing in a Creator God and also doing science. Support pupils to ask questions to such people about faith and science: are they compatible or in conflict</p>
Computing	A) Code	<p>A.3.1. Change the position of objects between screen layers (send to back, bring to front).</p> <p>A.3.2. Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</p> <p>A.3.3. Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p>	<p>Creating Media – 3D Modelling</p> <p>Week 1 – To use a computer to create and manipulate three-dimensional (3D) digital objects.</p> <p>Week 2 – To compare working digitally with 2D and 3D graphic.</p> <p>Week 3 – To construct a digital 3D model of a physical object.</p> <p>Week 4 – To identify that physical objects can be broken down into a collection of 3D shapes.</p> <p>Week 5 – To design and make a digital model by combining 3D objects.</p> <p>Week 6 – To review digital models and present to the class for feedback.</p>
	B) Connect This concept involves developing an understanding of how to safely connect with others.	<p>B.3.1. Collaborate with others online on sites approved and moderated by teachers.</p> <p>B.3.2. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</p> <p>B.3.3. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without</p>	

		<p>express written permission, from the copyright holder.</p> <p>B.3.4. Understand the effect of online comments and show responsibility and sensitivity when online.</p> <p>B.3.5. Understand how simple networks are set up and used.</p>	
	<p>C) Communicate This concept involves using apps to communicate one's ideas.</p>	<p>C.3.1. Choose the most suitable applications and devices for the purposes of communication.</p> <p>C.3.2. Use many of the advanced features in order to create high quality, professional or efficient communications.</p>	
	<p>D) Collect</p>	<p>D 3.1. Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p>	
Music	A. Perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>Week 1. Create lyrics for a rap song based on the theme "Your identity".</p> <p>Week 2. Use backing tracks to start putting the rap song together.</p> <p>Week 3. Practise performing the rap.</p> <p>Week 4. Perform the rap to the class.</p> <p>Week 5. Learn about how rap artists come up with their songs.</p> <p>Week 6. Create a backing track to form the basis of a new rap.</p>
	B. Compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. 	

		<ul style="list-style-type: none"> • Create short, rhythmic phrases. 	
	C. Transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	
	D. Describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	
French	A. Read fluently	<ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. 	<p>Week 1</p> <ul style="list-style-type: none"> • Say the words for I and you. Say their name. Ask someone their name. Say 'I have' <p>Week 2</p> <ul style="list-style-type: none"> • Ask a question using 'tu as' / 'vous avez' + animal • Sound out unfamiliar words(some) • Identify the words to make a sentence negative • Identify the verb in 'j'ai' • Identify where to put ne..pas in a sentence <p>Week 3</p> <ul style="list-style-type: none"> • Pronounce the words for half/brother and half/sister • State how to make a noun plural(some) • Say I haven't any brothers or sisters
	B. Write imaginatively	<ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. 	
	C. Speak confidently	<ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound patterns. 	
	D. Understand the culture of the countries	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs 	

	<p>in which the language is spoken</p>	<p>and features of the countries or communities where the language is spoken.</p> <ul style="list-style-type: none"> • Show awareness of the social conventions when speaking to someone. 	<ul style="list-style-type: none"> • Ask a question to find out if someone has any pets or siblings <p>Week 4</p> <ul style="list-style-type: none"> • Write in French handwriting style (some) • Write name, siblings and pets with a language scaffold support • Ask and answer questions about name, siblings and pets <p>Week 5</p> <ul style="list-style-type: none"> • Pronounce je suis • Pronounce 3 adjectives • State how adjectives change when describing a feminine noun or pronoun(some) • Pronounce unfamiliar adjectives (some) • Produce a sentence with je suis and an adjective and modifier <p>Week 6</p> <ul style="list-style-type: none"> • Make a positive or negative statement about their height • Say I have • Pronounce the adjectives for the colour and type of hair • Say a sentence to describe their hair • Say he has/she has
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PE	A. Develop practical skills in order to participate, compete and lead a healthy lifestyle.	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<p><u>Weeks 1-7</u></p> <p><u>1. Invasion Games</u></p> <ul style="list-style-type: none"> • Yoshi (Territorial running game) • Jail Break • Tag Rugby • Netball • Bench Ball • Hockey • Rounders • Cricket <p><u>2. Athletics</u></p> <ul style="list-style-type: none"> • Sprinting • Long distance running • Long jump • Hop, skip, jump • Hurdles • Throwing
PSHE	Being My Best	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results. <hr/> <ul style="list-style-type: none"> • Give full concentration. • ‘Tune out’ most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things. 	<p>Week 1 – Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p> <p>Week 2- Identify aspirational goals; Describe the actions needed to set and achieve these.</p> <p>Week 3- Present information they researched on a health and wellbeing</p>

		<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or setbacks. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. 	<p>issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Week 4 - Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional</p> <p>Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. risks.</p> <p>Week 5 - Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.</p> <p>Week 6 - Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</p>
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For English and maths plan see separate long term plans.